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ABSTRACT

The guide was designed to serve dual functions: (1) as the plan for the administration and operation of a work experience program for the San Mateo Union High School District for 1975-80, and (2) to assist the staff at all levels in the daily organization and management of work experience programs. The system defines the lines of accountability at all staff levels, including the work experience education teacher, principal, and superintendent of schools. The format provides measurable objectives, stated in performance terms, which outlines the responsibilities of the teacher/coordinator and the students. The objectives outlined for both the teacher/coordinator and the students are arranged in two 18-week time frames to facilitate the collection of evaluation data. The program is designed to accommodate students at either the exploratory, prevocational, or vocational preparation level. (Author/NJ)

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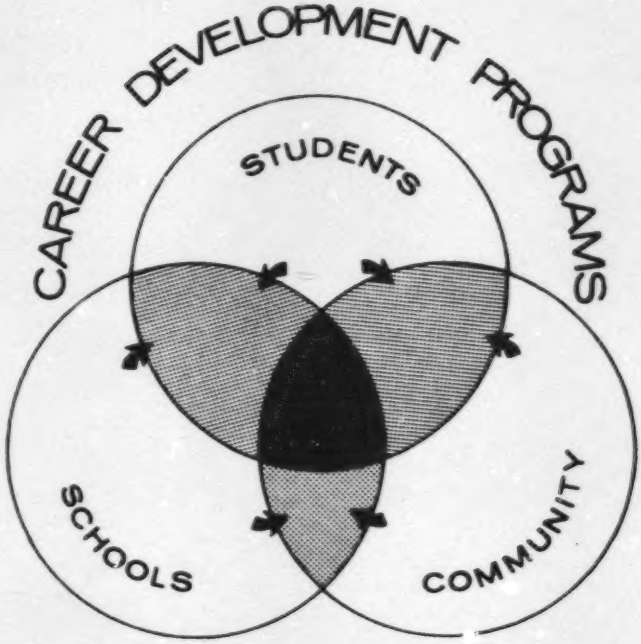
General and Vocational Work Experience Program



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SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA

CE 006 279

CAREER DEVELOPMENT

PROGRAMS

GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

MANAGEMENT SYSTEM

San Mateo Union High School District

San Mateo, California

1975

VT 102458

SAN MATEO UNION HIGH SCHOOL DISTRICT

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GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

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GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

INTRODUCTION

This General and Vocational Work Experience Education Management System is designed to serve dual functions: (1) as the Plan for the Administration and Operation of a Work Experience Education Program for the San Mateo Union High School District for 1975-1980, and (2) to assist the staff at all levels in the daily organization and management of Work Experience Education programs. This system defines the lines of accountability at all staff levels which may include the Work Experience Education teacher, building principal or his designee, and superintendent of schools or his designee.

The format provides measurable objectives, stated in performance terms, which outline the responsibilities of the teacher/coordinator and his or her students. The management system is designed not only as an operational tool but as a source of data that can be used to improve existing programs and plan for new ones through regular evaluation.

The objectives outlined for both the teacher/coordinator and students are arranged in two 18-week time frames to facilitate the collection of evaluation data. These semester time periods coincide with student grading periods. Objectives which apply to specific dates or processes appear in a single time frame. Objectives which are continuing will appear in each time frame.

Work Experience Curriculum Committee:

Ms. Jean Ellingsen, District Coordinator
Off-Campus Programs
Mr. William Sovel
Crestmoor High School
Mr. Thomas Barton
San Mateo High School
Mr. Robert Miller
Aragon High School
Mrs. Electa Mueller
Aragon High School
Dr. Gregory Snyder
Burlingame High School

Dr. Curtis Larson, Program Evaluator
Career Development Programs

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NEEDS ASSESSMENT

The need for students to have multiple opportunities for the development of career awareness, occupational exploration, career decision-making skills, and transitional experiences to bridge the gap between the classroom and gainful employment has been highlighted by the Career Education movement of the 70's. Wilson Riles, Superintendent of Public Instruction, commented on Career Education as follows:

> "The vocations helped build this country, and the vocations ought to be built into our school system in a fundamental way, not as an appendage. There are few things more relevant than a job. Our schools ought to reflect this fact realistically. Students should be introduced to the widest possible choice of career options and at an early age. They should have an equal chance to develop their talents, whatever they may be. Career decisions should be based upon competent guidance and concerted program design--not upon chance."

The Work Experience Program of the San Mateo Union High School District, as part of the over-all district effort, is designed to:

- Assist an increasing number of students to eliminate the division between academic preparation and occupational preparation.
- Develop the attitudes and skills essential for getting and keeping a job.
- Utilize the community as a compatible means of education.
- Assist students to make rational career decisions based on information, observation, and personal experiences.

PROGRAM DESCRIPTION

The Work Experience Education Programs of the San Mateo Union High School District are designed to accommodate students on an open-entry/open-exit basis at either the exploratory, prevocational, or vocational preparation level. A student may elect to explore the world of work through related instruction and hands-on experiences at one or several non-paid community career stations. A student may elect to begin at the pre-vocational phase where he/she receives related instruction and participates at a paid work experience career station. A student in a vocational instruction program may begin the transition from school to work by participating at a paid career station which is directly related to his/her occupational class.

Students enrolled in Work Experience Education Programs are (1) interviewed by trained Work Experience Teacher/Coordinators, (2) asked to complete the qualifying documents, and (3) employed at career or work stations where the employers have agreed to a training agreement which assures a safe learning/working environment.

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General Work Experience Education serves the prevocational needs of students by joining with a prevocational instruction program in any subject area or by joining with a career orientation program.

Students engage in related learning activities to assist them in the development of positive self-concepts, positive attitudes toward work, decision making abilities, and relating their personal assets and interests to their future career goals.

General Work Experience students may be employed in any one of a wide variety of work stations. Students receive pay and school credit for their work.

Vocational Work Experience Education serves the vocational education instruction program. The purpose of Vocational Work Experience Education is to assist students to develop and refine those occupational competencies necessary to acquire employment, to adjust to the employment environment, and to advance in their present occupation through the combination of related instruction and employment experiences. Employment thus serves the function of a practical laboratory experience for reinforcing classroom instruction. Students in Vocational Work Experience Education receive pay and school credit for their work.

Exploratory Work Experience (Career Exploration) is a supervised program of unpaid part-time participation and observation in a business, industry, or profession for which school credit is earned. This program provides opportunities for a student to participate in a variety of employment situations that will assist him in ascertaining his interest in, and suitability for, the occupation he is exploring. There is no intent to teach production skills of any kind. The major focus of this program is career exploration and guidance. Refer to The Career Exploration Program Management System for the district plan for Exploratory Work Experience.

PROGRAM GOALS

General and Vocational Work Experience Education Goals. The following goals have been formulated for the General and Vocational Work Experience Education Programs. The students enrolled in Work Experience Education Programs will:

1. Participate in part-time paid employment which will assist them to develop the attitudes and human relations skills necessary to function as productive employees and citizens.

2. Develop or refine the occupational competencies necessary for adjustment to an employer's requirements.

3. Establish a base of experience for the development of advanced level skills and/or for meeting changing job demands.

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4. Have job experiences which encourage increased independence, self-esteem, and the personal confidence necessary for productive citizenship.

5. Obtain knowledge of, and experiences in, the personal and skill requirements of one or more careers.

6. Become aware of career opportunities which may be positively related to their personal interests, aptitudes, values and goals.

7. Participate in learning activities which assist them to see the relationships between classroom instruction and employment opportunities.

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District Goals and Expectancies. The General and Vocational Work Experience Education Programs assist students to achieve the following district educational goals and expectancies:

1.0 *Know the many forms in which communication occurs, and communicate effectively*

- 1.2 Understand how attitudes, values, and emotions are communicated in both verbal and nonverbal ways
- 1.13 Read, write, listen, and speak at a functional level

3.0 *Understand and accept themselves and others*

- 3.10 Examine his personal long-range goals in relation to his evolving self-concept
- 3.11 Evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work
- 3.12 Assess and appraise his aptitudes, interest and achievements in relation to vocational and individual objectives

6.0 *Apply the processes of problem solving*

- 6.1 Recognize and define the problem
- 6.3 Identify, gather, and use all available sources of information
- 6.5 Analyze the data
- 6.7 Select a method for solution and accept responsibility for the results of the decision

7.0 *Have a comprehensive and accurate knowledge of the world of work*

- 7.1 Know about a wide variety of occupational fields and the required education and training necessary for entry-level employment and advancement in these fields
- 7.4 Demonstrate the potential for adaptability to changing occupational demands
- 7.5 Make occupational choices in line with his interests and abilities, and in terms of the opportunities open to him
- 7.6 Relate effectively with individuals and groups with whom he comes into contact in the occupational field of his choice
- 7.8 Understand the need to maintain himself as a self-supporting and contributing member of society
- 7.10 Use occupational information that is available to him

8.0 *Realize the role of education in human progress*

- 8.3 Continue his education beyond compulsory limits and recognize that learning is a lifelong endeavor
- 8.4 Recognize the valuable role of education in effecting change

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ADMINISTRATION OF THE PROGRAM

The following Board policy has been adopted for the operation of the Work Experience Education Programs of the San Mateo Union High School District:

Each student enrolled in the San Mateo Union High School District shall be provided opportunities to engage in appropriate work experience learning situations during his/her high school education. This requires close cooperation between work experience and guidance personnel, and with other staff members who have pertinent information about the student. In addition, carefully planned coordination between in-school learning activities and on-the-job experiences is essential. Program responsibilities will be accomplished by a variety of personnel assigned to the program. These responsibilities are outlined in the administration of the program, district guidelines, and teacher/coordinator sections of this management system.

Student Qualifications. In order to qualify for participation in work experience education, a student shall:

- be at least 16 years of age, except:
  - a student enrolled in Exploratory Work Experience Education (Career Exploration)
  - a student with exceptional needs, as determined by the principal of record
- be a full-time student, as defined by District Policy and California Education Code Section 11057 or:
  - a legally indentured apprentice or a continuation student, regardless of the number of subjects or the school in which he is enrolled
  - a student enrolled in the San Mateo Union High School District regular Summer School program
- have parental or guardian approval
- have the approval of the school guidance service to enroll in work experience education
- have the approval of the work experience teacher/coordinator and have a vocational or educational goal to which the work experience education chosen will, in the opinion of the district, contribute
- student qualifications meet California State Administrative Code Requirements, Title V, Section 10074.

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Teacher/Coordinator to Student Ratio. A teacher/coordinator student ratio shall be maintained that will ensure the quality of the program. The maximum teacher/coordinator to student ratio is 20-25 students per hour, or a maximum of 125 students per full time equivalent certificated teacher/coordinator. This meets requirements of the California State Educational Code, Section 11251(b).

Grading Procedures. Grades are based upon the employer and teacher/coordinator evaluations of the students' work experience and upon completion of related learning activities. Evaluation will be completed by the teacher/coordinators through:

- Consultation with the employers or sponsoring agencies
- Student "evaluation forms" completed by the career station supervisors
- On-the-job observation of the students, when possible
- Individual conferences with the students

Records. The local teacher/coordinator is responsible for maintaining the following records for students enrolled in Work Experience:

- A record of the type of work experience education in which each student is enrolled, where he/she is employed, and the type of job held.
- A record of work permit issuance, if applicable.
- The employers report of student attendance and performance on the job.
- A record of teacher/coordinator observations of students at work stations.
- A record of consultations with employers.
- A quarterly evaluation, including grade, for each student.
- A training agreement for each student.
- A record of completed related learning activities for each student.

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Credit for the Program. Credits a student may earn toward graduation are limited by the following:

- A maximum of 10 units per semester may be earned.
- A maximum of 10 units may be earned in summer school.
- A maximum of 40 semester units may be earned.
- A maximum of 50 semester units may be earned and counted toward graduation for any combination of Work Experience Education (Exploratory, General, Vocational) and School/Community Service. Credit for Work Experience Education may be granted up to the limits established by the State of California, Title V, 1635:

. Exploratory	20 units
. General	40 units
. Vocational	40 units
. Any Combination of These	40 units

- The general and vocational work experience programs are normally semester programs. The students participate on the average of 10 hours per week for five units of credit and 20 hours per week for 10 units of credit. The student's hours of participation during the week will include approximately one hour of related learning activities.
- With teacher/coordinator approval, students may be admitted or remain in the programs for shorter periods than a semester. The number of units a student can earn is based upon the number of hours he/she participates in the program and upon district guidelines. Credits for General and Vocational Work Experience will be assigned within the maximum limits according to the following schedule:

UNITS	HOURS
0	0-35
1	36-71
2	72-107
3	108-143
4	144-179
5	180-215
6	216-251
7	252-287
8	288-323
9	324-359
10	360- +

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Related Instruction

General Work Experience. Students enrolled in General Work Experience must participate in a program of related instruction and/or work orientation. Related instruction may be given in a daily class, regularly scheduled meetings outside school hours or by independent study.

During their first year students must complete six Work Experience common core competencies for the first 10 units of credit, and five common core competencies for the next 10 units of credit. See Related Learning Activities, Page 22.

Second year students will complete five advanced level competencies for each 10 units of credit earned. See Related Learning Activities, Page 23.

Related instruction for the development of Work Experience competencies, performance objectives, and optional related learning activities shall be provided by the teacher/coordinator and/or the Career Planning Assistant assigned to the building career center.

Vocational Work Experience. Each student in vocational work experience shall be enrolled in a related vocational class in order to insure that instruction related to his job placement is provided. If an instructional program is not available that specifically relates to the occupational goal of the student, the teacher/coordinator, upon acceptance of the student, shall arrange for the development of materials and an individualized plan of training for the student.

Student Guidance and Career Education Activities. Career guidance and career education activities are available to the student through the teacher/coordinator, the staff, and the materials in the Career Planning and Placement Center at each school. Counseling services are available to the student upon his/her request or by teacher/coordinator referral.

Supervision and Evaluation. The local teacher/coordinator is responsible for supervision and evaluation of the students and for regular evaluation of the career stations where students are placed. The management system for the Work Experience Education Program will assist the local teacher/coordinator to fulfill his/her responsibilities.

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DISTRICT GUIDELINES

The following services are provided in order to ensure that the Work Experience Education Program is uniformly operated throughout the district, while maintaining flexibility and local autonomy.

Support Services. The local teacher/coordinator will be provided with support services in order to carry out the responsibilities detailed in the management system for the Work Experience Education Program. These support services will come from Career Centers in the local schools and from the Career Development Programs Office. Support services to be provided are indicated below:

Career Centers. Each local Career Center is assigned paraprofessional staff time to assist with off-campus programs. Part of the paraprofessional time shall be devoted to assisting the Work Experience Coordinator and students enrolled in work experience programs. See Appendix for job descriptions. Refer to the Career Planning and Placement Center Management System for Career Guidance services available at the local school.

Career Development Programs Office. The support services that are available to the teacher/coordinator from the Career Development Programs Office include:

- Contacting business/industry and appropriate community agencies in order to establish career stations as needed.
- Maintaining contacts with business/industry and community agencies where work experience education students are placed.
- Distributing requests from career sponsors for student employment to local teacher/coordinator.
- Providing information and orientation about the program as needed.
- Meeting with Work Experience Education Curriculum Committee on a regularly scheduled basis.
- Assisting in the preparation and distribution of necessary forms, handbooks, brochures, manuals, and other materials.
- Assisting in the regular evaluation of the program according to the guidelines of the management system for the Work Experience Education Programs.
- Assisting in revising and updating the management system for the Work Experience Education Programs.

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Career Development Programs Office (continued)

- Meeting with school district, business/industry, and community personnel as a representative for the district Work Experience Education Programs.

- Carrying out responsibilities associated with planning for the operation of Work Experience Programs during the summer.

- Providing inservice education opportunities for local teacher/coordinators.

- Coordinating the Work Experience Education Program on the district level to ensure that the program operates smoothly with other programs, and that local teacher/coordinators receive the support services that are necessary to continue to operate quality programs.

Local School. The Work Experience teacher/coordinator(s) should be furnished with adequate office space in or near the school Career Center. Time should be provided in the teacher/coordinator's schedule for morning office hours to insure his/her availability to students.

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TEACHER/COORDINATOR OBJECTIVES

TIME FRAME

1	2

TEACHER/COORDINATOR OBJECTIVES

The teacher/coordinator's facilitating objectives are designed to provide a performance framework which defines the teacher/coordinator's tasks in the management of Work Experience Education programs and in assisting students to reach the terminal objectives of the programs. Objectives have been included to cover the administrative, legal, career station, counseling, and related learning activities of the programs. Objectives which apply only to a particular point in time appear in only one time frame. Other objectives which are ongoing are repeated in both time frames; i.e., each time frame is a complete objective package which covers a semester.

Operational Objectives

1. Conduct Work Experience Education programs in accordance with the goals and objectives as stated in the District Plan for Administration and Operation of A Work Experience Education Program.

   Evaluation--Continuing — —

2. Assist students to prepare and complete forms necessary for enrolling in the program.

   Evaluation--Continuing — —

3. Enroll 20-25 students per teacher/coordinator hour as indicated in the District Plan for Administration and Operation of the Work Experience Education Program.

   Evaluation--Continuing. Coordinator will report enrollments over maximum. — —

4. Assist in establishing and maintaining sufficient career stations so that 100% of the students who are accepted in Work Experience Education programs will be placed or scheduled to be placed.

   Evaluation--Continuing — —

5. Enroll qualified students into the program as additional career stations are established and if the enrollment is below the maximum allotted.

   Evaluation--The coordinator will report the total number of students processed during the semester — —

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TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	2
6. Insure that training agreements are properly explained and signed by appropriate individuals for each student.		
Evaluation--Continuing	___	___
7. Interview students in occupational programs who are ready to participate in the Vocational Work Experience Program.		
Evaluation--Enrollment procedure completed as jobs become available	___	___
8. Notify the counseling department of the students who have been accepted into or dropped from the program.		
Evaluation--Continuing	___	___
9. Post and maintain regular office hours which will provide time for consultation and discussion of individual student needs.		
Evaluation--Continuing	___	___
10. Meet and confer with 100% of the students to evaluate their job performances, and their completed related learning activity assignments.		
Evaluation--Complete prior to the end of each time frame	___	___
11. Consult with administrators, teachers, and guidance personnel relative to the student and his career goals as needed.		
Evaluation--Continuing	___	___
12. Submit student grades to designated individual in the local school.		
Evaluation--Complete by the end of each time frame	___	___
13. Establish and maintain a system of records consistent with the laws and appropriate to the students' activities.		
Evaluation--Continuing	___	___
14. Develop and maintain a file of state and federal regulations that apply to Work Experience Education programs.		
Evaluation--Continuing	___	___

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TEACHER/COORDINATOR OBJECTIVES

	TIME PHASE	
	1	2
15. Inform and recruit students for the programs. *Evaluation--Continuing*	—	—
16. Refer Work Experience Education graduates to the employment agencies and business or industrial firms for post high school job opportunities. *Evaluation--Process started by the 14th week of each semester*		—
17. Meet with other district Work Experience Education teacher/coordinators each month. *Evaulation--Continuing*	—	—
18. Participate in inservice training for Work Experience Education programs. *Evaluation--Attend inservice training meetings or workshops as they become available*	—	—
19. Provide consultive services to school administration staff involved in setting up programs for students with special needs that would include some Work Experience Education activities. *Evaluation--Continuing*	—	—
20. Assist in developing and maintaining contacts with business, professional, industrial, and other agencies which may contribute to Work Experience Education programs. *Evaluation--Continuing*	—	—
21. Provide program promotion both within and out of the local school. *Evaulation--Continuing*	—	—
22. Participate as a member of the Work Experience Education Advisory Committee. *Evaluation--Attend all meetings held during the school year*	—	—
23. Prepare an annual budget for Work Experience Education programs in the local school. *Evaluation--Submit proposed budget to designated person on date requested*	—	—

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TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME	
	1	2
24. Assist in preparing statistical reports such as data on enrollment, handicapped and disadvantaged students, minority enrollment, etc. *Evaluation--Submit reports as requested to designated person*		___
25. Review teacher/coordinator's objectives, student's objectives and report: - Level of achievement - Suitability of objectives for assisting students to reach the program's student terminal objectives *Evaluation--Complete and submit, by the end of each time frame, as described in evaluation section of the management system*		___
26. Write a letter, when appropriate, to each job supervisor thanking him for his participation in the program. *Evaluation--Complete before the end of the school year*		___

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TEACHER/COORDINATOR OBJECTIVES

TIME FRAME

1	2

Career Station Objectives

1. Arrange with job station supervisor to provide learning experiences which will assist the student to understand and comply with his/her supervisor's standards of job performance.

   Evaluation--Continuing — —

2. Insure learning experiences which enable students to identify and try out the interpersonal behaviors which are required for success on the job. Factors which could be included are: Receiving and following instructions, accepting criticism, employee-to-employee relationships, and working with the public served by the employer.

   Evaluation--Continuing — —

3. Visit students at their job stations on a regular basis.

   Evaluation--Continuing — —

4. Visit or confer with each career station supervisor on a regular basis to evaluate the student's progress.

   Evaluation--Minimum of 2 times each semester — —

5. Assist students to have evaluation conferences with their job station supervisors when necessary.

   Evaluation--Continuing — —

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WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

TIME FRAME

1	2

Related Learning Activity Objectives

1. Provide orientation meeting for students involved in the Work Experience Education Programs.

   Evaluation--Continuing ___ ___

2. Select or develop individual learning activities to assist students to meet their terminal objectives when not enrolled in a vocational class.

   Evaluation--Continuing ___ ___

3. Arrange for orientation to the Career Planning and Placement Center for students in the Work Experience Education Programs.

   Evaluation--Continuing ___ ___

4. Assist students to examine the school curriculum offerings in order to determine the purposes of the courses and how these courses could relate to the students' duties and responsibilities on the job.

   Evaluation--Continuing ___ ___

5. Arrange for individual students to take occupational interest inventories and aptitude batteries as needed for career planning.

   Evaluation--Continuing ___ ___

6. Provide learning experiences which will enable each student to develop the knowledge and behavior to enable him to conduct a job search, correctly fill out an employment application, and present himself properly in an employment interview.

   Evaluation--Continuing ___ ___

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STUDENT OBJECTIVES

STUDENT TERMINAL PERFORMANCE OBJECTIVES

The terminal behaviors associated with the Work Experience Education Programs are those skills or behaviors that students will exhibit or possess as a result of completing the program. Objectives 1-6 are to be completed prior to the end of the first semester. Objectives 7-9 apply to the second and following semesters in the Work Experience Education Programs.

1. After completing a series of on-the-job learning activities, the student will be able to identify and list the courses which will aid him in the development of job-related skills and behaviors.

2. The student will be able to list, in a report or on a test, the major elements of:

   - Labor laws for minors
   - Payroll deductions
   - Fringe benefits
   - Employee organizations

3. The student will demonstrate, upon request, the knowledge and skills needed to use the information sources available in the Career Planning and Placement Center to find the following for an occupation of his choice:

   - The job description
   - The duties of the job
   - Hours worked
   - Wages
   - Occupational outlook for the future
   - Training required for the job
   - How to enter into the labor market
   - Where to obtain further information

4. Each student will have had learning activities which enabled him to experience the satisfaction of success on his job, of working with others, and, if possible, of working with the public. The degree of job satisfaction experienced by the student will be measured by a job satisfaction scale.

5. The student will demonstrate entry-level employment proficiency in his present assignment. A satisfactory rating on the Career Sponsor's rating sheet will indicate entry-level proficiency.

6. The student will be able to demonstrate adequate knowledge to conduct a job search, properly complete an employment application form, and meet employer requirements for a satisfactory employment interview.

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STUDENT OBJECTIVES

7. Students will have developed the employment attitudes and interpersonal skills required for continued employment. Attitudes and interpersonal skills may be identified by observable behaviors such as:

   - Consistent compliance with dress and grooming requirements of the work environment
   - Ability to receive and carry out instructions
   - Working in harmony with supervisors, fellow employees and the the public served

8. Each student will have completed an educational plan which identified the educational and training requirements of his Work Experience assignment or of another occupation which appeared to offer greater personal career potential.

9. Each student will have had on-the-job experiences which have provided opportunities for him to demonstrate personal growth, maturity and responsibility. Increased growth, maturity, and independence may be demonstrated by, but not limited to: regular attendance on the job, assumption of increased responsibilities on the job, promotion, being asked to supervise fellow employees, working well under pressure, accomplishing increasingly difficult tasks, and so forth.

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STUDENT OBJECTIVES

TIME FRAME

1	2

STUDENT PERFORMANCE OBJECTIVES

Each objective listed under the Operational and Career Station sections must be completed by every work experience student.

Operational Objectives

In order to successfully complete the program the student will:

1. Prepare and submit forms necessary for enrollment in the program.

   Evaluation--Return all forms to the teacher/coordinator within two weeks. —

2. Attend and participate in an orientation session.

   Evaluation--Attendance will be confirmed by the teacher/coordinator. —

3. Vocational students who do not have a related class will make an individual contract with the teacher/coordinator to define the related learning activities to be accomplished during each semester.

   Evaluation--Contract requirements will be completed by the 17th week of each semester. —

4. Attend meetings scheduled by the teacher/coordinator.

   Evaluation--Attendance will be verified by the teacher/coordinator. Grades and credits will be affected by student attendance. —

GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

STUDENT OBJECTIVES

Career Station Objectives

TIME FRAME

1	2

In order to successfully complete the unit the student will:

1. Comply with the following terms of the Work Experience Training Agreement:

   - Follow the program rules and regulations established by the school and the employer.
   - Obtain a work permit and a social security card if needed.
   - Submit a time card, as required by the teacher/coordinator, to verify the number of hours worked.
   - Notify the teacher/coordinator and the employer of school or job related problems that may affect job performance.
   - Maintain regular attendance and punctuality in school and on the job.
   - Fulfill related learning activities and attend meetings as required by the teacher/coordinator.
   - Sign the training agreement that indicates understanding of the responsibilities and acceptance of the program requirements.

   Evaluation--Student grades and credits are directly affected by compliance with the above items. — —

2. Assume the responsibility for asking his/her job supervisor for an explanation of the rules, responsibilities and duties of the job at which they are employed.

   Evaluation--Continuing — —

3. Discuss his/her progress on the job with the job supervisor and/or teacher/coordinator as needed.

   Evaluation--Discussions will take place in case of problems or prior to the close of the grading period. — —

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STUDENT OBJECTIVES

TIME FRAME

1	2

Related Learning Activities

Each student in the General or Diversified Vocational Work Experience Programs must complete a series of related learning assignments which may require approximately one hour per week of the student's time.

A number of common core competency have been developed to assist all students to gain related knowledge which will assist them to demonstrate the employee knowledge and attitudes essential to getting a job, keeping a job and progressing beyond entry level skills.

During the time the student is in the program he or she will be involved in the following related learning units either through related instruction or a vocational class:

First Semester

During the first semester of enrollment the student will participate in a group or individual learning activity unit on six of the eight following topics:

- Orientation to work experience
- Labor laws
- Employer/employee relations
- Paychecks, deductions and payroll forms
- Personal business records
- Employee absenteeism, dependability, work habits, and work attitudes
- Evaluating your job performance
- Career Guidance

Evaluation--Student completion of each of the six required activities will be rated by the teacher/coordinator

—

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STUDENT OBJECTIVES

TIME FRAME

1	2

Second Semester

The student will participate in a group or individual learning activity covering five of the seven following topics: —

- Job applications and job interviews
- Resumes and job letters
- Getting along on the job (co-worker)
- How to find a job
- Income Taxes
- Continuing education - other than college
- Career Guidance

Third Semester

The student will participate in a group or individual learning activity covering five of the eight following topics: —

- Reading and interpreting directions
- Credit, debts, and jobs
- Written communications
- Contracts
- Telephone techniques for interviews and business calls
- How do you use the money you earn
- Leisure time and life styles
- Career Guidance

Fourth Semester

The student will participate in group or individual learning activities which cover the following topics: —

- Savings and loan banks and credit unions
- Labor Unions
- Math computations
- Career Guidance - Career decision making
- An optional activity selected by the student

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WORK EXPERIENCE EDUCATION PROGRAMS

STUDENT OBJECTIVES

TIME FRAME

1	2

Optional Related Learning Objectives

The student performance objectives contained in this unit are intended as a district-wide guide and may be used or supplemented by the teacher to fulfill local needs. Student learning activities within the unit should be selected based upon the student's interests and ability to perform the required tasks.

Career and Educational Planning

1. The student will examine his related vocational class instruction and describe how the course has contributed to the improvement of his on-the-job performance.

   Evaluation--List skills developed as a result of in-school instruction.

2. The student will use the various materials in the Career Planning and Placement Center. He will select two related occupations which interest him and determine which has the greatest opportunity for employment now and five to ten years from now.

   Evaluation--The student report will contain the information sources used and the forecasts for both occupations.

3. The student will survey the training and educational opportunities beyond high school by doing one or more of the following:

   - Meet with the Career Planning Assistant at the Career Planning and Placement Center and investigate the potential schools or programs that are available to him in the selected occupational area. List sources used and programs found to be adequate.

   - Visit an occupational course at a local community college and evaluate the course by listing the ways it assists in preparing a person for entry-level employment.

GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

STUDENT OBJECTIVES

TIME FRAME

1	2

- Investigate the opportunities for education and training offered by one of the military services, and list the ways it prepares a person for civilian employment.

- Investigate one of the on-the-job training programs offered by business or industry, and list reasons why on-the-job training is more advantageous than in-school training.

Evaluation--The content of the student's reports will follow the instruction in the option selected by the student, to the satisfaction of the teacher/coordinator.

4. The student will list the titles of elective and required courses that he has taken, is now taking, or might take in the future which would help him assume the duties and responsibilties of his present occupational choice.

Evaluation--The student will submit an educational plan which will include his past course work and a plan for his future course work to prepare for an entry-level occupation or entrance into post-high school education training.

Occupational Search and Application

1. The students will research a specific occupation by doing one of the following:

- Investigate through the use of guidance briefs, pamphlet collections, and booklets located at the Career Planning and Placement Center and make a report as arranged with the teacher/coordinator.

- Investigate through the use of films, filmstrips, slide collections, or records and make a report as arranged with the teacher/coordinator.

- Read the "Help Wanted" section of a local newspaper (i.e., The San Mateo Times or The Chronicle) for a week and report on the potential employment in the specific occupation chosen--type of report to be arranged with teacher/coordinator.

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WORK EXPERIENCE EDUCATION PROGRAMS

STUDENT OBJECTIVES

	TIME FRAME	
	1	2
Evaluation--Student report will be rated as acceptable or unacceptable as determined by the teacher/coordinator.	—	—
2. The student will interview an employer in a specific business or industry in which the student is interested. The student will make an interview tape or complete an interview form.		
Evaluation--Submit a tape recorded interview form to teacher/coordinator.	—	—
3. The student will visit the Employment Development Department and determine what services are offered.		
Evaluation--Submit a report of services to teacher/coordinator.	—	—
4. The student will study the list of questions most often asked in a job interview and/or the list of reasons for not hiring an applicant in a job interview.		
Evaluation--Discuss these reasons with the teacher/coordinator at an individual conference.	—	—
5. The student will prepare a personal data sheet to be given to a potential employer.		
Evaluation--Submit a completed data sheet to teacher/coordinator.	—	—
6. The student will investigate, through the use of printed materials and/or field experiences, the types of business ownership and business organizations.		
Evaluation--Submit a report or discuss the activity with the teacher/coordinator	—	—
7. The student will investigate, through the use of printed materials or field experiences, the different types of employee organizations. Topics should include open shops, closed shops, right-to-work laws and unions versus professional organizations, and so forth.		
Evaluation--Report to the teacher/coordinator	—	—

GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

STUDENT OBJECTIVES

	TIME FRAME	
	1	2
Success on the Job		
1. The student will, after an orientation meeting with the teacher/coordinator and at least one career sponsor, identify and list examples of behavior and attitude which are essential to successful performance at the job location.		
Evaluation--The student's report should compare his personal strengths, weaknesses, likes, and dislikes, to the behavior and attitude required by his job.	___	___
2. The student will participate in small group sessions with the teacher/coordinator to discuss or role-play situations which portray the behavior and attitudes necessary for success in the work environment of similar careers.		
Evaluation--Take an active part in the discussion or role-playing sessions scheduled by the teacher/coordinator.	___	___
3. The student will identify the expectations of the public served in his selected career.		
Evaluation--List the type of consuming public he is serving. List the types of needs to be fulfilled.	___	___
Personal Growth and Satisfaction		
1. The student will prepare and submit a summary of his personal feelings about job satisfaction gained through his on-the-job activities.		
Evaluation--Submit a job satisfaction summary	___	___
2. The student will describe at least three adult employment responsibilities he has observed that were most appealing to him, and three that were least appealing to him.		
Evaluation--Relate to the teacher/coordinator how these observations will assist the student in selecting a suitable career.	___	___

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STUDENT OBJECTIVES

TIME FRAME	
1	2

3. The student will conduct a study to determine how productive work can satisfy man's basic needs for personal fulfillment.

   Evaluation--Submit a report which outlines man's need for fulfillment and relate the needs to productive work.

GENERAL AND VOCATIONAL

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EVALUATION PROCEDURE

The General and Vocational Work Experience Program will follow an information collection cycle with data being gathered at the 9th and 17th weeks of each semester. The teacher/coordinator is responsible for gathering, preparing, and submitting evaluation data that are based upon objectives indicated in the Work Experience Programs Management System.

At the 9th and 17th weeks of the semester, the teacher/coordinator will review the management system Teacher/Coordinator Objectives and Student Objectives in order to determine the degree to which each objective was accomplished. The degree of accomplishment should be indicated in the time frame space on the forms. On the Narrative Report the teacher/coordinator will indicate the reason for partial or nonaccomplishment of objectives. Constraints and problems encountered should be included in the report along with suggestions for revision and/or modification of the program, and the Work Experience Program Management System. The final report, prepared and submitted at the end of the 17th week of the semester, should be a compilation of data gathered at the 9th and 17th weeks.

The time line is intended to provide for program monitoring, and to ensure that evaluation data are available for use in order to improve the program. The table below indicates the time line to be followed, the forms to be used in the evaluation, and the dissemination of the report.

Time Line	Form	Dissemination of Report
9th Week	Teacher/Coordinator Objectives Student Objectives Narrative Report	Local school - Principal or Designee
17th Week	Teacher/Coordinator Objectives Student Objectives Narrative Report	Local school - Principal or Designee District - Superintendent or Designee

Final evaluation reports on the General and Vocational Work Experience Programs will be utilized to determine the type and level of support needed for the program on the district and the local school level.

The General and Vocational Work Experience Programs Management System will be revised and updated on a yearly basis, or as needed. Changes in the management system will be based upon student and program needs as indicated in the evaluation reports that are prepared by local teacher/coordinators and upon input from other appropriate individuals.

APPENDICES

GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

Job Description for Career Center Specialist

Position Title: Career Center Specialist

Salary Range : Range 32. This is a ten-month position that will run from September 1 to June 30 each year.

1.0 *Education.*

1.1 High school graduate or equivalent is required.
1.2 College education is preferred.

2.0 *Experience.* The individual employed in this position must have experience in at least one of the following:

2.1 Two years work experience in business/industry
2.2 Two years paid or volunteer experience in a community agency
2.3 Two years paid or volunteer experience in a career planning or counseling setting
2.4 Experience equivalent to the above

3.0 *General.* The individual employed in this position must be able to:

3.1 Work independently without close supervision, and use mature judgment
3.2 Relate to students in a positive and helpful manner
3.3 Communicate and work with students, parents, staff, and community representatives
3.4 Typewrite a minimum of 45 words per minute with accuracy from clear, legible copy
3.5 Gather and organize information on the employment market and entry-level occupational requirements

4.0 *Position Description.* The individual employed in this position will be under the supervision of the Career Planning and Placement Center teacher/coordinator and will be responsible for:

4.1 Assisting in organizing, operating, and maintaining the Career Planning and Placement Center
4.2 Obtaining the most current resource materials for the Career Planning and Placement Center
4.3 Providing information to students, staff, parents, and community members on occupational and educational opportunities
4.4 Assisting students to prepare and keep current personal career data folders

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4.5 Preparing and displaying occupational and educational information
4.6 Assisting in preparing and presenting Career Planning and Placement Center orientation programs for students, staff, parents, and community members
4.7 Assisting in administering tests and self-appraisal instruments used in the guidance program such as the G.A.T.B., Kuder, Strong, and JOB-O
4.8 Maintaining a community resource system and arranging for

- 4.8.1 Visits by college representatives
- 4.8.2 Speakers from business/industry
- 4.8.3 Field trips and visitations to business/industry

4.9 Assisting in keeping records, and conducting surveys and follow-up studies for evaluating the Career Planning and Placement Center and Career Development programs
4.10 Assisting in planning and participating in inservice education programs that relate to the Career Planning and Placement Center Program
4.11 Providing general supervision of the Career Placement Assistant
4.12 Assisting the Career Placement Assistant in accomplishing assigned tasks
4.13 Supervising parent volunteer activities related to student services
4.14 Assisting the Work Experience and School/Community Service students with completing their related learning activities
4.15 Assuming other duties and responsibilities as assigned

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Job Description for Career Placement Assistant

Position Title: Career Placement Assistant (Typist I)*

Salary Range : This is a 10-month position that will run from September 1 to June 30 each school year.

1.0 *Education.*

1.1 High school graduate or equivalent is required.
1.2 Two years of advanced education is desired.

2.0 *Experience.* The individual employed in this position must have experience in at least one of the following:

2.1 Two years work experience in business/industry
2.2 Two years paid or volunteer experience in a community agency
2.3 Two years paid or volunteer experience in a career planning or counseling setting
2.4 Experience equivalent to the above

3.0 *General.* The individual employed in this position must be able to:

3.1 Typewrite a minimum of 45 words per minute with accuracy from clear, legible copy
3.2 Perform clerical work of average difficulty, spell correctly, use good English and make arithmetic calculations
3.3 Work independently without close supervision, and use mature judgment
3.4 Communicate and work with students, parents, staff, and community representatives
3.5 Relate to students in a positive and helpful manner

4.0 *Position Description.* The individual employed in this position will work under the general supervision of the Career Planning Assistant and will be responsible for:

4.1 Assisting Career Planning and Placement Center teacher/coordinator to accomplish objectives of program. Duties in the Center will include:

4.1.1 Clerical and record keeping connected with services and activities
4.1.2 Receiving, processing and inventorying materials and equipment
4.1.3 Serving as receptionist for personnel in the Center

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4.2 Assisting the Work Experience Education teacher/coordinator to accomplish the goals and objectives of the program. Duties will include:

- 4.2.1 Completing and maintaining required forms and records
- 4.2.2 Typing and filing correspondence
- 4.2.3 Meeting and conferring with students
- 4.2.4 Gathering data necessary for placing students
- 4.2.5 Dispensing program information
- 4.2.6 Assisting students to complete related learning activities that are assigned by the teacher/coordinators

4.3 Assisting the School/Community Service teacher/coordinator to accomplish the goals and objectives of the program. Duties will include:

- 4.3.1 Completing and maintaining required forms and records
- 4.3.2 Typing and filing correspondence
- 4.3.3 Meeting and conferring with students
- 4.3.4 Gathering data necessary for placing students
- 4.3.5 Dispensing program information
- 4.3.6 Assisting students to complete related learning activities that are assigned by the teacher/coordinators

4.4 Obtaining current information for student placement by contacting local business/industry, education, and labor representatives

4.5 Surveying local media and maintaining a bulletin board that identifies employment possibilities for students

4.6 Assisting in planning and participating in inservice education programs that relate to the Career Planning and Placement Center Program

4.7 Supervising students who work in the Center

4.8 Supervising parent volunteers involved in Work Experience, School/Community Service, and placement activites

4.9 Assisting the off-campus programs coordinators with placement activities

4.10 Assisting in maintaining records and conducting surveys and follow-up studies for evaluating the Career Planning and Placement Center and Career Development Programs

4.11 Assisting the Career Center Specialist in accomplishing assigned tasks

4.12 Assuming other duties and responsibilities as assigned

*Local administrative option--A teacher aide or counselor aide may be assigned to this position in lieu of a Typist I.

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NARRATIVE REPORT

INSTRUCTIONS: The teacher/coordinator should indicate reasons for partial or nonaccomplishment of objectives. Constraints and problems encountered should be included in the report along with suggestions for revision or modification of the program and the program management system. Teacher/coordinator should also report good happenings, positive findings, and program promotion information.